

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

# Physical Education

**Instructors:**

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**Location:** Gym

All freshmen/sophomore students will be required to complete and pass Physical Education I & II classes in a pre-designed program of fitness, sports and games. The premise of this program is to expose the student to a variety of fitness activities plus team and lifetime sports. Emphasis is on fitness, skill development, strategy, teamwork and sportsmanship.

**Graduation Standards** (the number of the standard is referenced in the performance indicators listed in each unit):

1. Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance.
2. Demonstrate and apply fitness concepts.
3. Demonstrate and explain responsible personal behavior and responsible social behavior and physical activity settings.

<b>Unit 1</b>	<b>American Heart Association- Adult/Child CPR</b>
Summary	Students will be able to demonstrate skills, knowledge, understanding and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.  3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 2</b>	<b>Archery</b>

Summary	Students will be able to demonstrate skills, strategies, tactics and appropriate social behavior throughout the course.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how to spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities. 3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 3</b>	<b>Badminton</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 4</b>	<b>Bowling</b>
Summary	Students will be able to demonstrate skills, strategies, understand scoring and appropriate social behavior throughout the course.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements accommodate external forces decrease the risk of injury.
Assessed	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while

in Unit	participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 5</b>	<b>Cross Country Skiing</b>
Summary	Students will learn a recreational/leisure activity that encourages lifelong wellness. Students will be able to select the proper equipment and learn how to maneuver with equipment.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 2C. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.
<b>Unit 6</b>	<b>Fitness</b>
Summary	Students will improve levels of muscular strength, muscular endurance, flexibility and cardiovascular endurance. Students will also understand health benefits from exercise and be able to apply them to their personal lives.
Performance Indicators	2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.
Assessed in Unit	2C. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. 3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 7</b>	<b>Floor Hockey</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.

Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p>
<b>Unit 8</b>	<b>Physical Best Testing</b>
Summary	Students will be able to demonstrate how to set personal goals, achieve these goals, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.
<b>Unit 9</b>	<b>Pickleball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p>
<b>Unit 10</b>	<b>Recreational Activities</b>
Summary	Students will demonstrate a variety of skills associated with recreation/leisure activities and be

	able to demonstrate the appropriate social behavior while working with others. The students will work on hand-eye coordination and foot-eye coordination while learning a novelty skill.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 11</b>	<b>Softball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.  3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 12</b>	<b>Speedball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course. Students will learn to incorporate basic skills from soccer, football and basketball into a new setting. Students will also learn new skills specific to speedball.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.

	3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 13</b>	<b>Table Tennis</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 14</b>	<b>Tennis</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.
Assessed in Unit	1B. Demonstrate a variety of specialized movements skills specific to game/physical activity while participating in that game/physical activity. 3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities. 3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 15</b>	<b>Ultimate Frisbee</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate

	social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
<b>Unit 16</b>	<b>Volleyball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
<b>Unit 17</b>	<b>Walking</b>
Summary	Students will focus on exercising at an individual's target heart rate. The concentration will be on experimenting with heart rates at different exercise levels.
Performance Indicators Assessed	<p>1C. Explain the relationship of fitness skill components to specialized movement skills.</p> <p>2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical</p>

in Unit	activities.
<b>Unit 18</b>	<b>Weight Training</b>
Summary	Students will demonstrate proper lifting technique, breathing technique, spotting technique, ability to demonstrate different lifting programs and be able to set weight training goals to improve overall muscular strength and endurance.
Performance Indicators Assessed in Unit	<p>1C. Explain the relationship of fitness skill components to specialized movement skills.</p> <p>1D. Design appropriate practice sessions, utilizing fundamental movement skills to improve performance.</p> <p>2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
<b>Unit 19</b>	<b>Whiffleball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course. Students will be able to play a game of whiffleball successfully and understand both aspects of offensive and defensive skills.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>